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ABSTRACT

The project's activities, which were a series of six workshops conducted to disseminate career education information to educational staff in the New Hampshire seacoast area, are contained in this document. Part 1 describes a series of 2-hour teacher workshops conducted in four different locations on the seacoast by active career education practitioners. A summary of participants' evaluation is provided. Appendixes to this section contain the workshop announcement, list of instructors, and evaluations of individual workshops. Part 2 describes a second series of four 2-hour workshops scheduled for the Somersworth School Districts which would orient new staff to career education and career education resource centers, as well as enable old staff to explore career education concepts in more depth. A summary of participants' evaluations is provided. Appendixes to this section contain the workshop announcement and evaluations of individual workshops. Part 3 contains the budget summary for the project. Part 4 contains supporting documents and materials used in conducting the workshops. (TA)

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Final Report
Project #8416
June 30, 1976

SEACOAST EDUCATIONAL SERVICES

CAREER EDUCATION DISSEMINATION PROJECT

September, 1975 to June 30, 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FINAL REPORT

SEACOAST EDUCATIONAL SERVICES CAREER EDUCATION DISSEMINATION PROJECT

The main objective of the Seacoast Educational Services Career Education Dissemination Project was to disseminate Career Education information to educational staff in the New Hampshire Seacoast area. The process that was adopted was to schedule a series of six Workshops in different locations in the Seacoast. The Workshops of two hours each would be instructed by active Career Education practitioners. (Part I)

In addition to the above six Workshops, a second series of four Career Education Workshops of two hours each were scheduled specifically for the Somersworth School District. These four sessions would both orient new staff to Career Education and the Career Education Resource Centers, as well as to enable old staff to explore Career Education concepts in more depth. (Part II)

Submitted by: Seacoast Educational Services
Somersworth, New Hampshire

Director: Richard Green

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PART I

SEACOAST REGIONAL WORKSHOPS

DESCRIPTION OF PROGRAM

Richard Green, Jo Hayslip, Sue Klaiber and David Morin met on three separate occasions to discuss, initiate and finalize plans, objectives and details prior to disseminating information relating to the Workshops.

A series of two-hour Workshops were scheduled in six different geographical locations of the Seacoast. (See Appendix A for copy of Announcement).

The first Workshop which was held in Farmington was inadvertently scheduled during school vacation and three people participated.

The second Workshop conflicted with the New Hampshire Presidential Primary and ten people participated.

The third Workshop scheduled for Kingston was snowed out (March 2nd).

The fourth Workshop held in Dover had thirty-seven (37) participants.

The fifth Workshop scheduled for Exeter was cancelled because of snow.

The sixth Workshop in Hampton had twenty-eight (28) participants.

To summarize: two Workshops were cancelled and four were held for a total of seventy-eight (78) participants - an average of nineteen and one-half (19.5) participants per session. We believe that with better weather and improved scheduling the Workshops would have averaged over twenty-five (25) participants per session.

The Workshops followed a pre-set pattern. The Workshop Coordinator spoke for 15 - 20 minutes on the topic, "What's Happening in New Hampshire re: Career Education." The group was then divided into three levels with two or more Career Education instructors/practitioners at each level. (See Appendix B for listing of instructors)

DESCRIPTION OF PROGRAM - continued

Following a one-hour session the three small groups returned to the large group where the Workshop Coordinator summarized the Workshop learnings; and the participants verbally and in writing evaluated the two-hour program. (See Appendix C for Summarized Results of Written Evaluations)

At the conclusion of the Workshop in Hampton the instructors met regarding the two postponed Workshops. After discussion it was unanimously agreed to cancel the other two sessions and to send to all people interested in further Career Education Workshops additional information about currently scheduled Career Education programs.

CONCLUSIONS

1. The Seacoast Career Education Dissemination Project successfully accomplished the goals and objectives that were described in the original proposal.
2. The instructors did an excellent job during their one-hour sessions. This period was the highlight of the Workshop.
3. The printed materials were well received and of value to the participants. (See Part IV for sample copies of the printed materials.)
4. The Seacoast Educational Services Director contracted for several hours of the Workshops to be video taped. This has been edited and is part of this report. This 20 minute tape is available for use by the Research Coordinating Unit and any other interested parties, and could be used as an introduction to Career Education in the State.
5. The administrative details of the Workshops were well organized, the sessions started and ended on time, and the programs proceeded as planned.
6. As a result of these Workshops, a number of individuals in the Seacoast are more knowledgeable about Career Education and have received ideas on how to integrate Career Education activities into their regular curriculum.

SUMMARY OF PARTICIPANTS EVALUATION

(See Appendix C for Summaries of Individual Workshops)

1. Do you feel that you achieved the objectives of the Workshop?
65 Yes
1 No ("Not enough time.")
2. Do you feel that the activities and resources provided were sufficient?
61 Yes
2 No "We hoped for a little more on elementary level."
"Need more elementary suggestions."
"O.K. Could have provided more specific suggestions for Career Ed."
"Need more information on coordination in all classes."
"Would have liked to have seen more specific ideas for all types of schools."
3. Was enough time provided for discussion and interaction?
2 Too Much
8 Not Enough
58 About Right
4. In my opinion, the Workshop was:
53 Well Organized
15 Fairly Well Organized
- Poorly Organized
5. How would you rate the help provided by the instructor?
32 More Than Adequate
34 Adequate
- Less Than Adequate

SUMMARY OF PARTICIPANTS EVALUATION - continued

6. What did you like about the Workshop?

Thirty-two participants responded what they liked best was the ideas, suggestions, and information shared.

Other responses (five or more):

Presentors/Instructors 9

Dividing into small groups.... 8

Relaxed, informal program 6

Increased awareness of CE 6

Printed Materials 6

Audio-visual Presentations.... 5

7. What didn't you like about the workshop?

There were more positive responses to what didn't you like about the Workshop than negative. Fourteen people responded "nothing," and eight answered that the time was too short.

The only other categories that had as many as three responses were people who thought more schools should be represented, and those who answered they didn't realize they were already doing CE activities.

8. In what ways could the next workshop of this type be improved?

Responses to this question were well scattered. The largest number of responses (seven) listed more time. No other category had more than two supporters.

9. Comments:

The open-ended question on Comments provided a scattering of positive responses ranging from "Thank You's" to "Very Worthwhile's" to plaudits for the individual instructors.

As perceived by the written evaluations, the participants' reactions to the Workshops, the Presentors, and to Career Education in general were overwhelmingly positive. Although we did not attain the numbers of participants that we desired, the positive responses to the Workshop greatly exceeded our expectations.

A P P E N D I X A

WORKSHOP ANNOUNCEMENT

Career Education

What's happening
in New Hampshire?

What could you like
to see happening?

"Some Classroom Ideas"

A two hour exchange of ideas and information about Career Education and its role in our schools. This program is for all teachers and administrators (K-12). It will be conducted six times in different locations so that as many educators as possible, in the seacoast region, may attend.

<u>Dates</u>	<u>Locations</u>	<u>Times</u>
Feb. 17, 1976	Farmington H.S.	4:00 to 6:00
Feb. 24, 1976	Little Harbor School, Portsmouth	4:00 to 6:00
March 2, 1976	Bakie School, Kingston	4:00 to 6:00
March 9, 1976	Woodman Park School, Dover	4:00 to 6:00
March 16, 1976	Lincoln St. School, Exeter	4:00 to 6:00
March 23, 1976	Winnacunnet H.S., Hampton	4:00 to 6:00

All sessions will have refreshments starting at 3:30 p.m.

Program Coordinator: David Morin, Career Education Project,
Concord, N.H.

Program Leaders: Josephine Hayslip, State Dept. of Education, and
Susan Klaiber, Career Education Project,
Somersworth, N.H.

Classroom Teachers and Guidance Counselors will be available to share their experiences.

In-Service attendance certificates will be presented.

Sponsored by Seacoast Educational Services

APPENDIX B

INSTRUCTORS

WORKSHOP LEADERS:

Richard Green, Director Seacoast Educational Services

Josephine Hayslip, Secondary School Coordinator

Susan Klaiber, Middle School Coordinator

David L. Morin, Workshop Coordinator

Priscilla Fanny	-	Primary Instructor	-	Concord
Barbara Pearson	-	Primary Instructor	-	Concord
James Pryor	-	Middle Level Instructor	-	Somersworth
Lionel DeLacey	-	Middle Level Instructor	-	Concord
Nancy McDonough	-	Secondary Level Instructor	-	Hampton
Richard Walsh	-	Secondary Level Instructor	-	Hampton
Ann Gannon	-	Secondary Level Instructor	-	Portsmouth
Jay Krauter	-	Secondary Level Instructor	-	Portsmouth

APPENDIX C

EVALUATIONS

SUMMARY TOTALS OF CAREER EDUCATION WORKSHOP EVALUATION

Location: Farmington
No. of Participants: 3
Date: February 17, 1976

1. Do you feel that you achieved the objective of the workshop?

3 Yes
 No

2. Do you feel that the activities and resources provided were sufficient?

1 Yes
2 No

"We hoped for a little more on elementary level."
"Need more elementary suggestions."

3. Was enough time provided for discussion and interaction?

 Too Much
 Not Enough
3 About Right

4. In my opinion, the workshop was:

3 Well Organized
 Fairly Well Organized
 Poorly Organized

5. How would you rate the help provided by the instructor?

2 More than adequate
1 Adequate
 Less than adequate

6. What did you like about the workshop?

"Relaxing - concrete suggestions - frank."
"Information given - the taped televised experiences - discussion."

7. What didn't you like about the workshop?

8. In what ways could the next workshop of this type be improved?

"I would like to see a televised elementary project."

9. Comments:

SUMMARY TOTALS OF CAREER EDUCATION WORKSHOP EVALUATION

Location: Little Harbor School, Portsmouth
No. of Participants: 10
Date: February 24, 1976

1. Do you feel that you achieved the objective of the workshop?

9 Yes
1 No "Not enough time."

2. Do you feel that the activities and resources provided were sufficient?

10 Yes
 No

3. Was enough time provided for discussion and interaction?

 Too Much
3 Not Enough
7 About Right

4. In my opinion, the workshop was:

7 Well organized
3 Fairly Well Organized
 Poorly Organized

5. How would you rate the help provided by the instructor?

5 More than adequate
5 Adequate
 Less than adequate

6. What did you like about the workshop?

"Idea of sharing programs and experiences - excellent and helpful."
"It was very informal, and I liked the exchanging of ideas."
"Exchange of ideas and current practices."
"Discussion about what goes on in other schools."
"Enthusiasm of presenters - knowledge of presenters - handouts."
"Fresh, exciting, very plausible suggestions."
"Excellent opportunity to learn about 2 programs on middle school level plus to find out where more information and resources can be had."
"Being able to exchange ideas - positive motivation."
"Actually, I am happy it was small, this enabled the instructor and participants adequate discussion and explanation."

7. What didn't you like about the workshop?

"Nothing really."

"The discussion was too doctrinaire. I felt deluged with facts. I felt that if I asked a question, I would interrupt the proceedings. I would like to have shared information in more directions between more people. Perhaps there was just too little time."

"Too short."

"I would have enjoyed exploring other age groups as well."

"Wish more schools were represented - possibly less workshop time to pick from could get more schools together."

"Not enough schools represented."

"Nothing - I wanted to become more informed with Career Education."

"Lack of adequate representation of programs of other schools. Discussing programs we have already discussed a great deal. This affected value of meeting."

8. In what ways could the next workshop of this type be improved?

"Input coming from a larger number of schools, this would make it more helpful."

"More representative of schools for a broader exchange of knowledge."

"Some chance for discussion among all participants K-12."

"Show a sample film of Career Education as one listed on resource sheet."

"Perhaps more advertising."

"Would it be possible to have a second edition with still other consultants?"

"More people and schools involved."

"Hold it during 'Workshop time' (1-3) in specific districts - that way 3-4 schools would be represented."

"No constructive ideas at this time."

9. Comments:

"The two hours were well spent--too bad my fellow art teachers did not partake - their loss."

"Thanks for all the materials."

"I have appreciated Susan Klaiber's help today and the days prior."

"Very worthwhile."

SUMMARY TOTALS OF CAREER EDUCATION WORKSHOP EVALUATION

Location: Woodman Park School, Dover
No. of Participants: 37
Date: March 9, 1976

1. Do you feel that you achieved the objectives of the workshop?

26 Yes
 No

2. Do you feel that the activities and resources provided were sufficient?

25 Yes
 No

3. Was enough time provided for discussion and interaction?

1 Too Much
3 Not Enough
23 About Right

4. In my opinion, the workshop was:

18 Well Organized
9 Fairly Well Organized
 Poorly Organized

5. How would you rate the help provided by the instructor?

11 More than adequate
14 Adequate
 Less than adequate

6. What did you like about the workshop?

"Well organized and exciting ideas presented."

"I thought it was very helpful especially so because of materials presented."

"I enjoyed the slides shown of activities done in other schools also, samples done in classrooms."

"People were speaking from experience not a "theory approach."

"Gave me addresses and told us places where we can go and see this type of curriculum in use to get ideas."

"The slide projector was effective in depicting Mrs. Fanny's classroom project."

6. (continued)

"The 2 hours provided an overview which has stimulated interest in several projects."

"Good time length - moved quickly."

"Sharing ideas. Realizing Career Education was already going on without realizing that it was. Career Education was defined."

"I got a broader perspective; I guess I really didn't understand the broad range or overview of Career Education."

"Awareness of similar problems."

"Everything - especially discussion on cardboard carpentry."

"Broken up immediately into small groups so that all materials discussed would be directly relevant to each teacher."

"Everything."

"Sharing of available ideas, titles and resource materials."

"The sincerity of the leaders - the career booklet."

"Being invited to Somersworth. Learning that it was possible to walk all 17 miles of the coast in just 3 days. An idea about more greenhouse work and leather work."

"A Wealth of ideas to be used in the future."

"I enjoyed Mrs. Fanny's realistic approach towards Career Education - she and Mrs. Pearson gave many ideas that could easily be utilized in the classroom."

"It made me feel I should again attempt more relationship between my courses I'm teaching and the careers offered in the field."

"Ideas of career education."

"Finding out what is going on and getting some ideas about how to incorporate career education into the classroom."

"It was easy to absorb what was presented even after a long teaching day. An audio-visual presentation and light commentary made that possible."

"I liked both Mrs. Pearson and Mrs. Fanny's presentations. They both included examples of activities which could be used at all primary levels."

"I got ideas to use right away in my classroom."

"Discussion of things and ideas about career education."

7. What didn't you like about the workshop?

"I found out that I am already using a lot of these ideas in my classroom but it helped me get more organized about it."

"I was disappointed that more people did not discuss what is being done in their classes - but I think as was mentioned - many people were not aware of what Career Education is and that they actually were involved in it."

"Time wasted on vague introduction."

"Not enough ideas for grade levels - more specific ideas."

"I enjoyed the workshop very much - few faults!"

"It relied too much on the participants providing the information."

"Nothing."

"Liked all parts."

"I didn't think I'd get too much out of it, but I did, I'm glad I came; I see some things differently - I got some good ideas."

7. (continued)

- "Not knowing the specifics of the workshop until the discussion."
- "Nothing - it was very informative - give more adequate activities that are presently implemented."
- "Lack of material and or some information before workshop - obviously the time constraints."
- "More ideas on grade level."

8. In what ways could the next workshop of this type be improved?

- "I'm not sure that this is possible, but I would be interested in the counselor's role in Career Education."
- "A list of special projects which are being carried on in various places."
- "Some preliminary information or more detailed information by speaker before breaking into small groups."
- "I thought it was run very smoothly yet would like to see a list of Introductory activities to start out with."
- "More 'how to' information would be useful (in form of handouts etc.)"
- "A list of things being done in other schools - i.e. peer group counseling etc. - tutoring - teaching students to listen better."
- "Have people with existing Career Education projects discuss in detail the formation from the beginning. Example: problems involving administration, content, etc."
- "Perhaps each group should hear from the others - to get a perspective of elementary and junior high programs."
- "Time 3-5 instead of 4-6."
- "More definition - Career Education."
- "Warmer meeting place."
- "Hold in area where program is in progress."
- "I prefer more specific workshops."
- "Bring a sample packet instead of telling me about it."
- "I would have liked a little more time in the small group situation to discuss what other teachers are doing in Career Education."
- "Try to perhaps zero in on more specific areas."
- "Have a longer period of time to work together in a group at your particular age level."
- "I would have liked to see Barbara Pearson's slides but I can certainly understand technical problems!"
- "More time for discussion."
- "We could break down into smaller groups i.e. primary only."

9. Comments:

- "Priscilla Fanny and Barbara Pearson's realistic approach to constructing learning situations was really quite refreshing."
- "I can get excited about something like this. As soon as I walk out the door and get back to correcting papers, preparing classes, etc. forget it! I think Career Education has always been stressed in business education."
- "We need more workshops to develop ways to aid our students in specific areas."

9. (Continued)

"The elementary section I attended was beautifully organized and the instructors were well prepared and most enthusiastic. All in all - a very worthwhile two hours!"

"Thanks Mrs. Klaiber and Mr. DeLacey, especially."

"The workshop was geared to the classroom teacher. However, I did benefit somewhat from attending. Classroom curriculum should be well understood by "specialists" that was my reason for attending."

"I would like to know more of what is being done in other areas. It would give me more courage in trying some in my own classroom."

"I do somethings but want to do more."

"A good workshop. Thank you."

"Perhaps this would call for another workshop. In our group (middle school) counselors were not mentioned."

SUMMARY TOTALS OF CAREER EDUCATION WORKSHOP EVALUATION

Location: Winnacunnet High School, Hampton
No. of Participants: 28
Date: March 23, 1976

1. Do you feel that you achieved the objectives of the workshop?

27 Yes
— No

2. Do you feel that the activities and resources provided were sufficient?

25 Yes
— No "Need more information on coordination in all classes."
"O.K. Could have provided more specific suggestions for
Career Education."
"Would have liked to have seen more specific ideas for all
types of schools."

3. Was enough time provided for discussion and interaction?

1 Too Much
2 Not Enough
25 About Right

4. In my opinion, the workshop was:

25 Well Organized
3 Fairly Well Organized
— Poorly Organized

5. How would you rate the help provided by the instructor?

14 More than adequate
14 Adequate
— Less than adequate

6. What did you like about the workshop?

"Learning new ideas on ways to introduce or extend career education in
my classroom."
"Interaction with teachers from other areas - new ideas!"
"Interaction with people from different schools - new resources presented."

6. (continued)

- "People were experienced and knew what they were talking about."
- "Processes for projects were carried through from start to finish to show student's involvement and learning experiences."
- "Introduction to programs already organized."
- "New ideas, discussion and interaction."
- "Informal - good instructors."
- "Pleased to learn about new resources."
- "There were so many ideas that can be put to use inexpensively in the classroom."
- "I enjoyed hearing about the many activities the children did."
- "The variety of ideas presented and new ideas to take back with me."
- "Hearing what other people do in their classroom."
- "Slides showing projects done gave many ideas to use. They showed relationship to other subjects (i.e. math, etc.). Pleased that a group was set up for primary."
- "I liked the way the workshop was broken down into levels. The information and discussion was far more relevant." It's good to know this is important.
- "Dividing into small groups - informal atmosphere - ideas achieved from practitioners."
- "Awareness of how Career Ed. has been used and can be used in the classroom. Also awareness that most of us have been doing some of these things without really thinking about it."
- "It gave me many ideas to use. Maybe not as elaborate as theirs, but there are many ideas that I can use."
- "I enjoyed seeing slides of the project - it made it easily visualized. Also ability to see what other teachers are doing. The pattern for puppet was appreciated."
- "Discussion of ideas from different areas."
- "The ideas discussed."
- "New insights into Career Ed. were given. It is much broader than I thought." Also, I like the ideas we were given which can be used.
- "Practical ideas shared. Started on time - kept to schedule."
- "Resources available became known."
- "The sharing of ideas and information about Career Education."
- "Separating into grade level groups."
- "New insights on Career Education - much broader insights!"
- "Opportunity to hear what other secondary school educators are doing."

7. What didn't you like about the workshop?

- "Interaction was slow in our group perhaps time of day was poor."
- "I didn't like to be read to."
- "The workshop was too short."
- "Not enough of what to do in a structured classroom - except for using ideas already incorporated."
- "I had hopes of learning more new ideas but glad to know I am on the right track."
- "Liked it very much - could have stayed longer."

7. (continued)

"Nothing."

"Nothing - good job."

"No complaints - it was very interesting."

"Would have been nice to hear from more people involved in good (model) career education."

"Too short."

"Too short - got into things but not out."

"Nothing."

8. In what ways could the next workshop of this type be improved?

"None."

"More time."

"More slides, more models, perhaps some students explaining their experiences."

"I think more time could be spent in this area. I also feel it should be mandatory for all teachers to attend one or more of this type of workshop in Career Education."

"Describe the formal set up of the administrative activities used in Career Education."

"More hands on materials."

"This is a good workshop."

"If possible, more hands on activities for elementary - jr. high."

"On site resources."

"By providing more time for discussion and interaction."

"Bring in some projects."

"Have each teacher bring along one idea to be mimeographed and given to all teachers."

"We might choose a career and roughly plan for a unit."

"Suggestion of other ways to introduce careers and how to develop them."

"Perhaps students who have participated in them could be brought in."

"Incorporate more A.V. materials."

"More bibliographies and suggestions of career oriented activities might be mentioned to make one more aware of their own programs that be re-emphasized."

"Individual participants relate experiences in Career Education."

9. Comments:

"Very good and enlightening."

"More information on working on attitudes of students with poor self image."

"This type of workshop certainly gives many teachers many ideas on how career ed. can be carried out in the classroom. Children learn through experience and involvement."

"I enjoyed the workshop."

"I wish this type of education was not called 'Career Ed.' - creates stumbling block."

"I think I understand it helping the children to become an adult - fit for life."

"Enjoyed it very much."

"Thank you very much."

"Great-want to attend another."

"I liked the way the idea of Career education was put forth. It reminded many of us we are already using it in the classroom."

"Also I attained some new ideas for the future."

PART II

SOMERSWORTH WORKSHOPS

Career Education Workshops
for Somersworth-Rollinsford Staff

Sponsored by Seacoast Educational Services

A series of four workshops were planned and put on by Susan Klaiber and Skip Prior to introduce or re-acquaint all Somersworth-Rollinsford staff with the Career Education Resource Center located at Somersworth High School.

Each workshop had a different target group. However, teachers were invited to attend whichever workshop was most convenient for them.

The schedule was as follows:

		<u>No. Attending</u>
October 14	New Teachers (all levels)	4
October 15	Middle School	7
October 22	Elementary Schools	21
October 23	High School	11

The following general format was followed for each session with appropriate materials and activities being highlighted:

- Introduction - Overview of Somersworth Career Education
Handout - "Imprints and Shadows" booklet
- Use of Human Resource File
- Previews of several appropriate AV materials (e.g. 16mm films, filmstrip/cassettes, Career Cluster Boxes, etc.)
- Detailed explanation of Resource catalog, and Resource Center including layout and sign out procedures
- Demonstration and use of video tape equipment in classroom for interviews, role playing, etc.
- Opportunity to "wander" and preview all resources in center

The reaction of persons attending was generally very positive. Evaluation response sheets are attached. All in attendance were requested to fill out and return before leaving. All but about eight were returned.

SOMERSWORTH CAREER EDUCATION PROJECT

Name _____

(Optional)

Date October 14, 15, 22 and 23, 1975

Workshop Title Somersworth Workshops

SUMMARY OF EVALUATIONS OF STAFF SPONSORED WORKSHOPS

1. Do you feel that you achieved the objectives of the Workshop?
 28 Yes
 1 No (Explain)
2. Do you feel that the activities and resources provided were sufficient?
 30 Yes
 _____ No (Explain)
3. What is your impression regarding the structure of the Workshop?
 _____ Too Much
 1 Not Enough
 29 About Right
4. Was enough time provided for discussion and interaction?
 _____ Too Much
 2 Not Enough
 28 About Right
5. In my opinion, the Workshop was:
 24 Well Organized
 6 Fairly Well Organized
 _____ Poorly Organized
6. How would you rate the help provided by the instructor?
 15 More Than Adequate
 15 Adequate
 _____ Less Than Adequate
7. What did you like about the Workshop?
8. What didn't you like about the Workshop?
9. In what ways could the next Workshop of this type be improved?
10. Do you now feel that you could instruct your students in what you learned as a result of attending this Workshop?
 21 Yes
 2 No
 5 Not Certain
11. Comments: (Use other side of this paper)

For comments see Appendix B

APPENDIX A

WORKSHOP ANNOUNCEMENT

Office of the Director

October 6, 1975

Improvement of Education
through Cooperation

TO: Teachers and Administrators of Somersworth-Rollinsford
School Districts

FROM: Mr. John H. Powers, Superintendent
Mr. Richard Green, Director, Seacoast Educational Services

RE: Career Education Workshops

Through the efforts of the Somersworth-Rollinsford Career Education Executive Board and Seacoast Educational Services, monies have been awarded by the State Department of Education (Vocational-Technical Division) for conducting a series of four workshops to re-acquaint or introduce educators to the Career Education Resource Center.

We have scheduled these four workshops on the following dates:

<u>Date</u>	<u>Target Group</u>
Tuesday, October 14	New Teachers
Wednesday, October 15	Middle School Teachers
Wednesday, October 22	Elementary School Teachers
Thursday, October 23	High School Teachers

If for any reason you are unable to attend the session scheduled for your group, please feel free to select the one most convenient for you. Administrators are encouraged to attend whatever session is most convenient for them.

Coffee will begin at two-thirty with workshop scheduled from three to five each day. The location is the "High School Audio Visual Center - Career Education Resource Center" (located behind the library).

The purposes of the workshops include discussion of the concepts of Career Education, suggestions for classroom activities and review of the many resources available to staff and students throughout the district. Susan E. Kaliber and James "Skip" Prior will be coordinating these workshops for Seacoast Educational Services.

Sincerely,

Richard Green
Richard Green
Director

John H. Powers
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APPENDIX B

Evaluations

SOMERSWORTH CAREER EDUCATION
PROJECT

Name: _____
(Optional)
Date: October 14, 1975
Workshop Title: New Staff Members

EVALUATION OF STAFF SPONSORED WORKSHOP

1. Do you feel that you achieved the objectives of the Workshop?
2 Yes
____ No (Explain)
2. Do you feel that the activities and resources provided were sufficient?
2 Yes
____ No (Explain)
3. What is your impression regarding the structure of the Workshop?
____ Too Much
____ Not Enough
2 About Right
4. Was enough time provided for discussion and interaction?
____ Too Much
____ Not Enough
2 About Right
5. In my opinion, the Workshop was:
2 Well Organized
____ Fairly Well Organized
____ Poorly Organized
6. How would you rate the help provided by the instructor?
2 More Than Adequate
____ Adequate
____ Less Than Adequate
7. What did you like about the Workshop?
 "Learned about all the different resources available."
 "Aids and information provided to help teachers."
8. What didn't you like about the Workshop?
 No comments.
9. In what ways could the next Workshop of this type be improved?
 No comments.
10. Do you now feel that you could instruct your students in what you learned as a result of attending this Workshop?
2 Yes
____ No
____ Not Certain
11. Comments:
 No comments.

EVALUATION OF STAFF SPONSORED WORKSHOP

1. Do you feel that you achieved the objectives of the Workshop?
2 Yes - "To an extent." "If the objectives were to show resources & Equip."
1 No (Explain) - "Provided us information."
2. Do you feel that the activities and resources provided were sufficient?
3 Yes
 No (Explain)
3. What is your impression regarding the structure of the Workshop?
 Too Much
1 Not Enough - "Too few people attending."
2 About Right
4. Was enough time provided for discussion and interaction?
 Too Much
 Not Enough
3 About Right
5. In my opinion, the Workshop was:
2 Well Organized
1 Fairly Well Organized - "More preparation before hand."
 Poorly Organized
6. How would you rate the help provided by the instructor?
 More Than Adequate
3 Adequate
 Less Than Adequate
7. What did you like about the Workshop?
"Seeing materials available."
"Demonstration of some of the equipment available."
"Realization of some new equipment."
8. What didn't you like about the Workshop?
"Lack of people."
"Not enough people for interaction."
9. In what ways could the next Workshop of this type be improved?
"Not after school."
"Somehow convey the importance of it."

10. Do you now feel that you could instruct your students in what you learned as a result of attending this Workshop?

 Yes

 1 No

 1 Not Certain

11. Comments:

"I can see that I can use some of the material in my existing program given some time to plan and explore it."

EVALUATION OF STAFF SPONSORED WORKSHOP

1. Do you feel that you achieved the objectives of the Workshop?
14 Yes
____ No (Explain)
2. Do you feel that the activities and resources provided were sufficient?
15 Yes
____ No (Explain)
3. What is your impression regarding the structure of the Workshop?
____ Too Much
____ Not Enough
15 About Right
4. Was enough time provided for discussion and interaction?
____ Too Much
2 Not Enough
13 About Right
5. In my opinion, the Workshop was:
11 Well Organized
4 Fairly Well Organized
____ Poorly Organized
6. How would you rate the help provided by the instructor?
7 More Than Adequate
8 Adequate
____ Less Than Adequate
7. What did you like about the Workshop?
 "Getting involved."
 "Using the video."
 "Info on material."
 "Information given; experience provided."
 "Liked the children."
 "Sellers believed in their product; group participation; exposure to heretofore unfamiliar Career Education information."
 "T.V. video taping; knowing about the environmental box."
 "Interesting, fun and informative."
 "The video-tape recordings were interesting and inspired me to use it in my classroom."
 "Exposure/explanation."
 "It got people involved."
 "The T.V. was fun and could be a great tool."

8. What didn't you like about the Workshop?
"Too long & time of day."
"Perhaps have two shorter sessions instead of one long one."
"I'm still hazy on what is here at 1st grade level."
"It's a bad time to have a workshop; maybe could have been scheduled on a scheduled workshop day for all teachers."
9. In what ways could the next Workshop of this type be improved?
"More time for browsing."
"Two sessions instead of one."
10. Do you now feel that you could instruct your students in what you learned as a result of attending this Workshop?
11 Yes
1 No
3 Not Certain
11. Comments:
"Looking forward to using these materials in class--after looking through them."
"Very worthwhile workshop. Glad it was held to show us what was available. Would like to see some teacher-release time so we could become better acquainted with the materials and equipment."
"Would like further instruction with video equipment."

EVALUATION OF STAFF SPONSORED WORKSHOP

1. Do you feel that you achieved the objectives of the Workshop?
10 Yes
____ No (Explain)
2. Do you feel that the activities and resources provided were sufficient?
10 Yes
____ No (Explain)
3. What is your impression regarding the structure of the Workshop?
____ Too Much
____ Not Enough
10 About Right
4. Was enough time provided for discussion and interaction?
____ Too Much
____ Not Enough
10 About Right
5. In my opinion, the Workshop was:
9 Well Organized
1 Fairly Well Organized
____ Poorly Organized
6. How would you rate the help provided by the instructor?
6 More Than Adequate
4 Adequate
____ Less Than Adequate
7. What did you like about the Workshop?
"Info presented clearly and well organized."
"It was kept loose."
"Getting a total picture of material available for all disciplines."
"Informal atmosphere to accomplish objectives."
"Met objectives."
"Casual atmosphere and small groups."
"Student participation."
"Good general overview."
"The taped interviews were quite enjoyable."
"Made us aware of materials available."

8. What didn't you like about the Workshop?
"Much not new to me."
"The time--after school."
9. In what ways could the next Workshop of this type be improved?
"Show more examples of resources."
"Larger attendance."
"More time to browse around looking at materials."
10. Do you now feel that you could instruct your students in what you learned as a result of attending this Workshop?
8 Yes
 No
1 Not Certain
11. Comments:
"They answered all my questions quickly and head-on."
"Should run similar workshops for students interested in Career Education."
"Well done!"
"Very well prepared. Instructive!"

PART III

BUDGET SUMMARY

Budget Summary
Project #6416
June 30, 1976

oct. No.	Description	Budgeted	Spent	Balance
135	Regional Coordinator	\$ 500.00	\$ 500.00	\$ -0-
190.1	Travel - Coordinator	80.00	80.00	-0-
190.2	Support Services	250.00	250.00	-0-
230.1	Supplies	200.00	193.43	6.57
235	Instructors	1,180.00	820.00	360.00
190.1	Travel - Instructors	520.00	380.00	140.00
	TOTALS	\$ 2,730.00	\$2,223.43	\$ 506.57

PART IV

SUPPORTING DOCUMENTS

VIDEO TAPE OF REGIONAL WORKSHOP

A video tape was included as part of the original report to the New Hampshire State Department of Education, Division of Vocational-Technical Education, Research Coordinating Unit, 105 Loudon Road, Concord, N.H., 03301. Other copies are available for loan, from Seacoast Educational Services, 414 High Street, Somersworth, N.H., 03878.

USOE DEFINITIONS

CAREER IS THE TOTALITY OF WORK ONE DOES IN HIS OR HER LIFETIME.

WORK IS CONSCIOUS EFFORT, OTHER THAN THAT INVOLVED IN ACTIVITIES, WHOSE PRIMARY PURPOSE IS EITHER COPING OR RELAXATION, AIMED AT PRODUCING BENEFITS FOR ONESELF AND/OR ONESELF AND OTHERS.

EDUCATION IS DEFINED AS THE TOTALITY OF EXPERIENCES THROUGH WHICH ONE LEARNS.

CAREER EDUCATION IS THE TOTALITY OF EXPERIENCES THROUGH WHICH ONE LEARNS ABOUT AND PREPARES TO ENGAGE IN WORK AS PART OF HIS OR HER WAY OF LIVING.

-KENNETH HOYT

WHERE DO I STAND?

If you listen to and read what people say and write about career education, you'll find that one or more of the following concepts will sneak in. Career education is:

A program that is distinct from others, that you sign up for

Education itself, since everything we learn affects everything we do

A revolution that will reform the entire educational enterprise

A vehicle for making teaching and learning more interesting

A process that is ongoing, that never ends

Nothing new at all - we're doing it already

A curriculum with specified goals, objectives, materials

A new label for vocational education

An activity that is of fairly short duration; e.g. taking a field trip, building a house, raising a hog, holding a "Career Day"

A well-kept secret in Washington

A track for students with particular needs, interests, abilities

A blending of best practices in vocational education, college prep, general education, and counseling and guidance

A system which coordinates a variety of learning resources to meet learner needs

A unit of study as part of a school class or course

An approach that is entirely different from what we do now

A political ploy, a plot, a platitude, a gimmick or a fad

An avenue for reaching and motivating the student

An emphasis or focus on what people do for a living

An experience that all persons should have - say, by the eighth grade

The context for learning to make a living

A framework around which meaningful career-related activities can be structured

Distributed by CCEP

Northwest Regional Educational Laboratory

CAREER EDUCATION . . . IS

- " . . . a broad approach to education . . ."
- " . . . broader than vocational education; and is for all learners, regardless of age, sex, race or educational goals . . ."
- " . . . a modification and combination of the most successful educational practices presently in use . . ."
- " . . . compatible with all educational goals . . ."
- " . . . an emphasis on applied vs. descriptive learning, i.e., active rather than passive learning . . ."
- " . . . an approach to motivate learners and increase achievement . . ."
- " . . . geared to imparting social, psychological, educational, economic, and manual skills . . ."
- " . . . a link between education and the real world . . ."
- " . . . based on self-awareness and awareness of the environment . . ."
- " . . . education which can be applied throughout life in a variety of circumstances . . ."

CAREER EDUCATION . . . IS NOT

- " . . . a way of eliminating or changing all that has been included in academic areas . . ."
- " . . . simply vocational education in a new package . . ."
- " . . . a special guidance service . . ."
- " . . . just for students in junior high or high school . . ."
- " . . . just for students who don't plan on going to college . . ."
- " . . . a course, or a series of courses . . ."
- " . . . a negation of traditional educational objectives . . ."
- " . . . a subject to be taught. . ."
- " . . . limited to teaching saleable skills . . ."
- " . . . the solution to all our educational problems . . ."
- " . . . aimed only at paid work . . ."

STRAIGHT ANSWERS ON CAREER EDUCATION

--Kenneth B. Hoyt, Associate Commissioner for Career Education, United States Office of Education, Washington, DC

WHAT IS CAREER EDUCATION?

In a generic sense, career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work--paid or unpaid--during their lives. As a response to a call for educational reform, career education seeks to make preparation for work both a prominent and a permanent goal of American education at all levels. By doing so, it hopes to make work--paid or unpaid--possible, meaningful, and satisfying for each individual.

HOW DOES CAREER EDUCATION DIFFER FROM VOCATIONAL EDUCATION?

1. Career education includes career awareness, exploration, decision making, preparation, entry, and advancement. Vocational education has only one of these components--career preparation--as its main thrust.
2. Career education is for all persons, whereas vocational education, as it now exists, concentrates primarily on people seeking vocational technical education below the baccalaureate degree level.
3. Career education emphasizes both paid and unpaid work in the lives of individuals, whereas vocational education emphasizes preparation for work in the world of paid employment.

WHY WAS THE LAUNCHING OF CAREER EDUCATION CONSIDERED NECESSARY?

First, for the last several years, people have been demanding that the formal educational system change in ways that will enable students, when they leave the educational system, to be more successful in finding and engaging in satisfying, worthwhile work. Second, the meaningfulness of work in the life-styles of Americans is declining, and this has serious consequences for productivity.

WHAT ARE THE CHARACTERISTICS OF A GOOD CAREER EDUCATION PROGRAM?

First, the program involves all students at all educational levels. Second, it is coordinated to reflect what is known about career development. Third, it is collaborative, both in terms of relationships existing within the educational system and in terms of relationships involving the educational system and all other phases of business and society. Finally, it is learner-centered in goals, basic methodology, and evaluation.

SHOULD CAREER EDUCATION BE TAUGHT AS A SEPARATE SUBJECT?

No. It should be viewed as an additional way of motivating students to learn and as an alternative classroom methodology for teacher use.

IS CAREER EDUCATION NECESSARY AT THE ELEMENTARY LEVEL?

Yes. Work values as part of one's personal value system cannot be ignored during the elementary school years. To ignore the teaching of good work habits until secondary school would be disastrous for many students. Realizing the crucial importance of basic academic skills in the world of work should motivate elementary school students to learn such basic skills better.

IS CAREER EDUCATION JUST AN APPROACH TO A GOOD TEACHING TECHNIQUE?

No. As an ingredient in the teaching-learning process, a good teaching technique represents only one component of a comprehensive career education program. To emphasize the use of career education only as a teaching technique is to disregard its collaborative nature. When education as preparation for work truly becomes a prominent and a permanent goal of all American education, the term career education can be dropped. I believe that day is years away.

WHAT ABOUT THE ARTS AND HUMANITIES IN CAREER EDUCATION?

They are crucially important for two reasons. First, they are, for many persons, a part of the world of paid employment and so must be included as career options for students. Second, the dehumanizing nature of many jobs in today's world of paid employment makes it vital that persons be able to use the arts and humanities for some of the work they choose to do in their leisure time.

HOW CAN TEACHERS GET CAREER EDUCATION STARTED IN THEIR SCHOOL?

Getting started involves (a) clear knowledge of the subject matter they are trying to teach, (b) a list of basic career education concepts from which they can select, (c) knowledge of available community resources, and (d) ingenuity and creativity. When teachers are armed with these things, career education offers them a means of using their abilities in ways that help students learn more through utilizing a variety of resources in addition to the usual textbook and curriculum guide.

Of course, it is better if the entire school is involved in the career education effort. But if individual teachers wait for that to happen, they may never begin.

IS CAREER EDUCATION JUST ANOTHER EDUCATIONAL FAD?

No. The call for career education, which has come from parents, students, and the general public, will not go away until it has been answered. Since educators were not the ones who issued the call, they cannot make it go away except through actions responding to the call.

IS CAREER EDUCATION GROWING?

Yes. Approximately 5,000 of the 17,000 school districts in the United States have begun some career education activities.

That seems to me to represent fantastic growth when one considers that (a) the term career education wasn't coined until a little over three years ago; (b) only about 250 federally funded career education programs have existed in local school districts; and (c) no federal career education law existed prior to 1974 and, even now, no specific career education funds have been available from USOE.

In my opinion, one of career education's current problems is that because it has grown too fast the quantity of our efforts has far exceeded their quality.

WHAT ABOUT THE COSTS OF CAREER EDUCATION TO THE SCHOOL? WHERE WILL THE MONEY COME FROM?

Over 90 percent of the costs of education involve either buildings and equipment or staff salaries. Since, in career education, we are asking for neither new buildings nor greatly increased staff personnel, we aren't anticipating the need for large amounts of money. I hope the costs of career education will continue to come mostly from local and state funds, not from federal.

IF SUCH A PROGRAM IS LAUNCHED, WON'T CLASSROOM TEACHERS NEED IN-SERVICE EDUCATION?

In-service education represents, in my opinion, the largest single cost required for effective career education. My feeling is that all teachers should be exposed to initial in-service training in career education to acquaint them with its basic nature, goals, and methodology. The most important kind of in-service education comes when teachers try to infuse career education in the teaching-learning process. Only teachers who volunteer to undergo this form of in-service education should be involved.

WHAT ABOUT PRESERVICE EDUCATION?

It will be essential to the long-run success of career education. Michigan, Louisiana, Washington, and Arizona have made good initial efforts to infuse career education into preservice teacher education programs. To me, important as preservice education is to career education, it represents a lower priority than in-service education at the present time.

Ideally, preservice and in-service career education should be going on simultaneously. We must realize, however, that the primary expertise in career education is now in our local schools, not in teacher-education institutions. Teacher educators have much to learn from leading career education practitioners if they are to infuse career education concepts into preservice teacher education programs. Many teacher educators are beginning to do so now.

HOW DO STUDENTS, TEACHERS, AND THE PUBLIC REACT TO CAREER EDUCATION?

Reactions seem to be positive and enthusiastic. For example, in Attitudes Toward Career Education, published by Policy Studies in Education, New York City, 73 percent of the parents surveyed agreed that students should be told about jobs and job requirements during the study of every subject in every grade. And in the fifth Gallup Poll of Public Attitudes Toward Education, 90 percent of those polled said public schools should give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Many teachers tell me that using a career education approach has made teaching exciting and meaningful for them. I have also heard favorable comments from hundreds of equally enthusiastic students.

WHAT DO YOU FORESEE AS THE FUTURE OF CAREER EDUCATION?

Its future depends first, and foremost, on how effectively it is now implemented.

It will continue to grow and flourish for many years if we can: (a) keep its focus on education as preparation for work, (b) continue to emphasize its collaborative nature, (c) maintain an adequate level of funding, (d) recognize that we can all be involved in the action, (e) concentrate on how much help students receive rather than on who received the credit for helping, and (f) devote conscientious efforts toward evaluating the effectiveness of career education for all persons at all levels of education in all kinds of educational settings.

If we fail in any of these tasks, career education could and should disappear in a relatively few years. The key to the future of career education is the teacher, for the classroom is where all of these things either come together or fall apart.

sj - 1-31-75

Source: Today's Education, January/February 1975
Distributed by: Concord Career Education Project

CAREER DEVELOPMENT

IS

ONE ASPECT OF HUMAN DEVELOPMENT

which is

UNCONSCIOUS

and

CONSCIOUS

and is affected by

EVENTS
MEDIA
PEOPLE
RANDOM FACTORS

"A continuous process of developing and implementing a self-concept with satisfaction to self and benefit to society."

-Super

"Self-development viewed in relation with orientation, exploration, choice, entry, and progress in educational-vocational pursuits."

-Modification of
Tiedeman and O'Hara

A FIELD OF KNOWLEDGE

which draws from

Basic Fields

DEVELOPMENTAL PSYCHOLOGY
SOCIAL PSYCHOLOGY
PSYCHOLOGY OF LEARNING
DIFFERENTIAL PSYCHOLOGY

Applied Fields

VOCATIONAL PSYCHOLOGY
INDUSTRIAL PSYCHOLOGY
OCCUPATIONAL SOCIOLOGY

Psychological
Service Fields

COUNSELING PSYCHOLOGY
VOCATIONAL GUIDANCE

MAJOR CAREER DEVELOPMENT GOALS

PRIMARY YEARS K-3	INTERMEDIATE YEARS GRADES 4-6	JUNIOR HIGH YEARS GRADES 7-9	SECONDARY YEARS GRADES 10-12
Awareness of self	Developing a positive self-concept	Clarification-of self-concept	Reality-testing of self-concept
Acquiring a sense of control over one's life	Acquiring a discipline of work	Assumption of responsibility for career planning	Awareness of preferred life-style
Identification with worker	Identification with the concept of work as a valued institution	Formulation of tentative career goals	Reformulation of tentative career goals
Acquiring knowledge about workers and their life style	Increasing knowledge about workers	Acquiring knowledge of occupations and work settings	Increasing knowledge of and experience in occupations work settings
Acquiring interpersonal skills	Increasing interpersonal skills	Acquiring knowledge of educational and vocational resources	Acquiring knowledge of educational and vocational paths
The ability to present oneself objectively	Acquiring a sense of control over one's life	Awareness of decision-making process	Clarification of decision-making process as related to self
Acquiring respect for other people and the work they do both for remuneration and non-remuneration	Valuing human dignity	Acquiring a sense of independence	Tentative commitment within a changing world
			Acquiring job entry skills

Source:

Tennyson, W. Wesley, Mary K. Klaurens, and Lorraine S. Hansen The Career Development Program. Unpublished paper, College of Education, University of Minnesota, October, 1970.

CAREER EDUCATION

IS

A CONSCIOUS ATTEMPT TO SYSTEMATICALLY
FACILITATE AN INDIVIDUAL'S CAREER
DEVELOPMENT, K-ADULT, THROUGH THE
SCHOOL SYSTEM AND THROUGH COMMUNITY

IT REQUIRES A COORDINATED EFFORT OF ALL SEGMENTS OF THE SCHOOL AND COMMUNITY, INCLUDING

GENERAL EDUCATION

ENGLISH
MATHEMATICS
FOREIGN LANGUAGES
SCIENCE
ART
MUSIC
SOCIAL STUDIES

VOCATIONAL EDUCATION

DISTRIBUTIVE EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
AGRICULTURAL EDUCATION
BUSINESS EDUCATION
HEALTH, ETC.

VOCATIONAL GUIDANCE

ELEMENTARY
JUNIOR HIGH
SENIOR HIGH
AREA VOCATIONAL
SCHOOLS
PRIVATE & PUBLIC
AGENCIES
STATE COLLEGES &
UNIVERSITIES

COMMUNITY

PARENTS
BUSINESS
INDUSTRY
INSTITUTIONS

CAREER EDUCATION CONCEPTS

1. People have many kinds of careers.
2. Every occupation contributes to society.
3. Every individual can have a rewarding career.
4. Every person is an individual, with different abilities, interests, needs, values.
5. Careers require different knowledge, abilities, and attitudes.
6. Every individual develops a personal "style" which he can fulfill in a career with a similar "style".
7. People pursue careers for many reasons.
8. Viable career choices may occur in a number of occupations.
9. Every career requires some special preparation.
10. Changes and conditions in the world affect careers.
11. Work experience facilitates career decision-making.
12. Any career has different levels of responsibility.
13. Different occupations are interrelated in many ways.
14. Career decisions reflect the rapidity of change in our environment.
15. A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.
16. People change, and sometimes change careers, as they go through life.
17. The choice of a career usually involves a compromise between greater and lesser needs.
18. Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
19. Career preparation should follow a plan.
20. A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.
21. Career development is a lifelong process, changing with maturity.
22. Individuals have an influence over their life style.

23. The individual can learn skills necessary to make mature, relevant decisions regarding his career.
24. The individual must learn to accept full responsibility for his decisions.
25. Changing career needs require flexibility as an integral part of the educational process.
26. The individual needs to develop a realistic image of himself as a contributing member of society.
27. The individual needs to understand himself and his values in order to make a career choice.
28. The individual needs to understand and respect the occupational choices of others.
29. All educational experiences, particularly school subject matter areas, are interrelated with careers and the world of work.
30. Training routes to occupational entry are varied.
31. Career satisfaction is dependent upon harmonious relationships between the individual and his work environment.
32. Occupations and life style are interrelated.
33. The individual needs a marketable skill upon leaving the educational system.
34. There is a relationship between one's choice of work and the availability and utilization of leisure time.
35. Various groups and institutions influence the nature and structure of work.
36. Career development requires a continuous and sequential series of choices.
37. Occupational supply and demand has an impact on career planning.
38. Environment and individual potential interact to influence career development.
39. Persons need to be recognized as having dignity and worth.
40. Work means different things to different people.

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kh/8/28/75

DIMENSIONS OF CAREER EDUCATION

The student will:

1. Identify values, interests, abilities, needs and other self characteristics as they relate to occupational roles. (self dimension)
2. Explore occupational areas and describe opportunities, potential satisfactions, required roles of workers and other related dimensions. (occupational information dimension)
3. Describe the psychological meaning of work and its value in the human experience. (psychology of work dimension)
4. Describe modern work structure, and work environments, and organizational characteristics. (organizational dimension)
5. Tell how the individual's role in work is tied to the well-being of the community. (social contribution dimension)
6. Demonstrate planfulness in striving to achieve occupational goals and objectives. (planfulness dimension)
7. Demonstrate through work-relevant behavior that one is acquiring a concept of self as a productive person in a work-centered society. (work ethics dimension)
8. Describe that relationship which exists between basic skills, marketable skills, and interpersonal skills and the jobs one can reasonably aspire to in adult life. (school-work relationship dimension)
9. Demonstrate possession of a reasonable degree of basic skills, knowledges, and behavioral characteristics associated with some type of work or occupational area. (occupational preparation dimension)
10. Demonstrate through work-relevant behavior an ability to learn, adjust to, and advance in one's chosen occupation. (work adjustment dimension)

A PLAN FOR CAREER EDUCATION

- I. Mission or Purpose
Statement of general purpose of a career education program in your school.
- II. Program Objective
Ten to twenty objectives of the program (such as the seven dimensions of career development) plus any others (such as "to stimulate student interest in school").
- III. Involvement of Personnel
Administrator responsibilities
Counselor responsibilities
Teacher responsibilities
Task forces or committees
Leadership or coordination
Outside advisory help
Parent and community involvement
Rewards and recognition for participation
- IV. Delivery System
How integrated - what subjects or units
Use of career clusters?
Central thrust of program (hands on, work experiences, simulations, etc.)
Articulation
- V. Resource Materials
Library, audio-visual, etc.
Classroom speakers
Equipment available or needed
Industry contacts
- VI. Characteristics of the Program
Kinds of activities, general guidelines, etc.
Methods
Cost arrangements
- VII. Evaluation
Describe how you will evaluate - teacher log or what forms
Pre and post tests
Communication and feedback
- VIII. Phasing
Timetable, schedule or flowchart
- IX. Appendix - Forms or Guides to the teacher
Examples: What to do on a field trip
Questions for a resource visitor
Discussion questions

CAREER EDUCATION PROJECT

CHECK LIST FOR PLANNING AND IMPLEMENTING

Support:

- ☐ School Board
- ☐ Central Office
- ☐ Principals & Other Administrators
- ☐ Teaching Staff
- ☐ Students
- ☐ Community
- ☐ Business/Industry
- ☐ Labor
- ☐ State Department of Education

Time:

- ☐ Planning
- ☐ Implementation
- ☐ Yourself
- ☐ Staff
- ☐ Contact People

Resources:

- ☐ Human
- ☐ Material
- ☐ Equipment
- ☐ Space
- ☐ Financial

Management:

- ☐ Needs Assessment
- ☐ Goals, Objectives, Activities
- ☐ Advisory Committees
- ☐ Dissemination Plan
- ☐ Evaluation Plan
- ☐ Staff Development
- ☐ Time Lines
- ☐ Program Budget

Distributed by:

Concord Career Education Project

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SELECTED PERIODICALS FOR THE CAREER EDUCATION PRACTITIONER

"Career Education News"	\$35.00	Career Education News McGraw-Hill Publications Co. P.O. Box #412 Hightown, New Jersey 08520
"The Federal Register" (1-year sub.)	\$45.00	U.S. Government Printing Office Superintendent of Documents Washington, DC 20402
"Personnel & Guidance Journal" (1-year sub.)	\$20.00	APGA Press 1607 New Hampshire Ave., NW Washington, DC 20009
"Cross-Reference on Careers" (1-year sub.)	\$ 5.00	American Hospital Association 840 North Lake Shore Drive Chicago, Illinois 60611
"Career Education Digest" (3-year sub.)	\$10.00	Educational Properties, Inc. P.O. Box DX Irvine, California 92664
"Guidepost" (1-year sub.)	\$10.00	American Personnel & Guidance Association 1607 New Hampshire Ave., NW Washington, D.C. 20009
"Counselor's Information Service" (1-year sub.)	\$ 9.00	Counselor's Information Service B'nai B'rith Career and Counse- ling Services 1640 Rhode Island Ave., N.W. Washington, D.C. 20036
"The Futurist" (1-year sub.)	\$12.00	World Future Society P.O. Box 30369 Bethesda Branch Washington, DC 20014
"Behavior Today" (1-year sub.)	\$25.00	Behavior Today 1156 15th Street Washington, DC 20005
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